



Langston Charter Middle School

1950 Woodruff Rd.

Greenville, SC 29607

Grades	6-8 Middle School	
Enrollment	449 Students	
Principal	Gregory Abel	864-286-9700
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

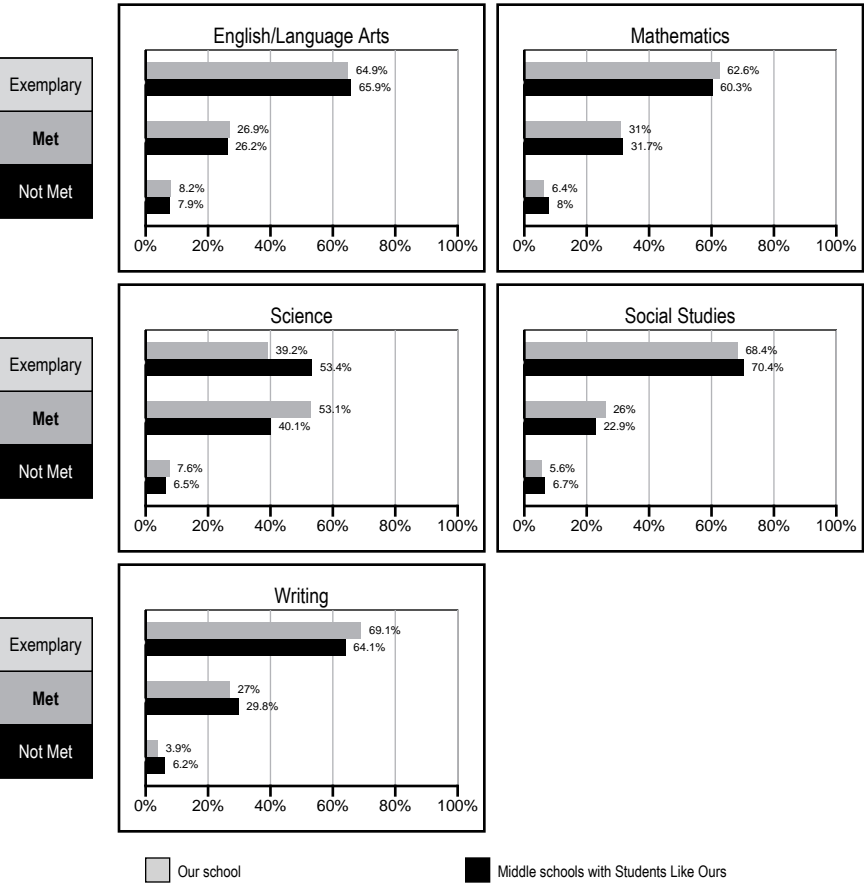
92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.7%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=449)				
Students enrolled in high school credit courses (grades 7 & 8)	61.6%	Up from 51.4%	51.5%	24.6%
Retention rate	0.2%	Down from 0.4%	0.2%	0.6%
Attendance rate	97.7%	No Change	96.4%	95.9%
Served by gifted and talented program	42.3%	N/A	43.8%	18.5%
With disabilities	4.3%	N/A	8.1%	13.0%
Older than usual for grade	0.7%	N/A	0.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	72.0%	Up from 68.0%	63.3%	61.5%
Continuing contract teachers	24.0%	Down from 28.0%	85.5%	77.2%
Teachers returning from previous year	91.5%	Down from 95.0%	90.2%	85.9%
Teacher attendance rate	97.6%	Up from 97.2%	94.8%	94.9%
Average teacher salary*	\$45,614	Up 8.0%	\$47,234	\$47,313
Professional development days/teacher	8.0 days	Up from 7.8 days	9.0 days	10.1 days
School				
Principal's years at school	8.0	Up from 7.0	1.5	4.0
Student-teacher ratio in core subjects	28.1 to 1	No Change	24.4 to 1	22.1 to 1
Prime instructional time	95.0%	Up from 94.6%	89.5%	89.6%
Opportunities in the arts	Poor	No Change	Excellent	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	98.9%	99.0%
Character development program	Good	Up from Average	Excellent	Good
Dollars spent per pupil**	\$5,397	Up 8.7%	\$5,793	\$7,239
Percent of expenditures for instruction**	65.0%	Up from 63.0%	67.5%	63.0%
Percent of expenditures for teacher salaries**	62.0%	Up from 61.8%	66.0%	61.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Langston Charter Middle School is to enrich and empower sixth, seventh, and eighth graders with personal responsibility and compassion for their community through single gender classes and innovative teacher, parent, and community collaborative learning. Langston Charter Middle School expects parental involvement in their child's academic, emotional, and social development.

The school is named for a courageous young girl, Laodicea "Dicey" Langston, who, during the Revolutionary War, risked her life on several occasions in our country's fight for freedom. Her selfless acts and willingness to be involved exemplify the character traits that must exist in people if their community is to be a place of quality. Building on the legacy of people like Dicey Langston, our school encourages academic excellence in students while instilling the values of personal responsibility and accountability.

Langston Charter Middle School opened on August 22, 2005. Standards for AYP have been met every year. Since our second year, we have had full enrollment with a waiting list. During the 12-13 school year, our 450 students contributed thousands of hours of service to local charitable organizations and activities. Students in all grades sharpened their leadership skills and won awards at the 2012 YMCA Youth in Government Conference in Columbia. Students were recognized for their performance at the 2013 YMCA Model UN Conference and Junior Forensic League Tournament.

Parent and community support continues to be outstanding. Well over 5500 volunteer hours were logged by parents at school or school-sponsored events. Leaders from local businesses and non-profit organizations brought their experiences and insight to our students through classroom visits and other presentations. Our parents consistently model leadership as they serve on our school and foundation boards and contribute their energy and talents to school projects.

Our teachers regularly attend professional development conferences focused on single gender education and continuous school improvement. Faculty members frequently present at conferences, sharing their experience and teaching strategies with colleagues from around the state and across the country. We have continued our collaboration with researchers from Wellesley University to study and document the effectiveness of single gender instruction.

We strive to challenge all students at the highest possible academic level. 191 students earned high school credit for one or more of the following courses: Algebra I Honors, Geometry I Honors, English I Honors, and Spanish I. One hundred percent of our students in Algebra I and English I passed the state EOC exams. Langston was again awarded the Palmetto Gold Award for performance in 2012-2013.

In July 2010, we moved into our third facility, finally achieving our goal of having a permanent home for the school. At 450 students, we are maintaining our desired maximum enrollment. Our vision is that Langston will be a replicable model for academic excellence, community service, and responsible leadership.

Gregory Abel, Principal Scott Zemitis, Board Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	159	127
Percent satisfied with learning environment	100%	79.9%	91.4%
Percent satisfied with social and physical environment	100%	79.1%	89.1%
Percent satisfied with school-home relations	95.3%	92%	93.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Langston Charter Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate	97.7%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	684.5	682.9	651.3	678.1	100.0	100.0
Male	681.6	687.1	655.4	682.3	100.0	100.0
Female	687.3	678.8	647.8	673.5	100.0	100.0
White	684.8	683.7	653.0	679.3	100.0	100.0
African American	663.1	659.8	633.5	661.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	134	100	5.3	14.3	80.5	94.7
	7	176	100	12.6	28.6	58.9	87.4
	8	135	100	8.1	27.4	64.4	91.9
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	139	100	4.5	34.8	60.6	95.5
	7	137	100	5.1	22.6	72.3	94.9
	8	170	100	13.5	24.1	62.4	86.5

Mathematics

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	134	100	5.3	24.1	70.7	94.7
	7	176	100	13.7	37.1	49.1	86.3
	8	135	100	12.6	37	50.4	87.4
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	139	100	5.3	34.8	59.8	94.7
	7	137	100	4.4	20.4	75.2	95.6
	8	170	100	8.8	36.5	54.7	91.2

Science

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	67	100	9.1	57.6	33.3	90.9
	7	176	100	11.4	42.9	45.7	88.6
	8	67	100	10.4	49.3	40.3	89.6
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	100	7.6	56.1	36.4	92.4
	7	137	100	5.1	63.5	31.4	94.9
	8	85	100	11.8	34.1	54.1	88.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	67	100	4.5	52.2	43.3	95.5
	7	176	100	12	26.9	61.1	88
2013	8	68	100	13.2	27.9	58.8	86.8
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	100	3	37.9	59.1	97
2013	7	137	100	3.6	23.4	73	96.4
	8	85	100	10.6	21.2	68.2	89.4
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	135	100	3	25.2	71.9	97
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	139	100	3.8	29.5	66.7	96.2
2013	7	137	100	3.6	19.7	76.6	96.4
	8	171	100	4.1	31	64.9	95.9

Abbreviations for Missing Data

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